

## CRWP in SS CLASSROOMS: SHORT TEXT AND QUICK RESPONSE

In content classrooms, students can engage in writing that connects content learning to their reading of documents or current event topics. This quick, low risk writing helps students apply their content knowledge, practice their argument literacy skills, and create energy around content in the real world. In addition, it supports the reading and writing needed to be a historian at any level.

**ACTIVITY:** Students respond to a prompt and a short text in their learning log/notebook.  
**TIME:** 5 – 10 minutes at the start or end of the bell (or when a schedule change disrupts lesson plans)

**HOW OFTEN:** Once or twice a week

**RISK FACTOR:** Low risk writing and simple assessment

**PURPOSE:** Connecting and engaging in content in the world, practicing argument skills

ACTIVITY STEP	IN THE CLASSROOM	RESOURCES
1. Choose a text	Teacher chooses a short text to use as a prompt for student response	<p>For Primary Source Documents:  <a href="http://www.archives.gov/historical-docs/todays-doc/">http://www.archives.gov/historical-docs/todays-doc/</a></p> <p>For documents, news stories and events from the past:  <a href="http://learning.blogs.nytimes.com/on-this-day/">http://learning.blogs.nytimes.com/on-this-day/</a></p> <p>For current events and hot topics in the news:  <a href="http://learning.blogs.nytimes.com/">http://learning.blogs.nytimes.com/</a>  <a href="http://blogs.kqed.org/education/category/do-now/">http://blogs.kqed.org/education/category/do-now/</a></p> <p>For photos:  <a href="http://lightbox.time.com/category/closeup/">http://lightbox.time.com/category/closeup/</a></p> <p>For political cartoons:  <a href="http://nieonline.com/aaec/cftc.cfm">http://nieonline.com/aaec/cftc.cfm</a>  <a href="http://theweek.com/cartoons">http://theweek.com/cartoons</a></p> <p>For quotes:  <a href="http://www.brainyquote.com/quotes/topics/topic_history.html">http://www.brainyquote.com/quotes/topics/topic_history.html</a></p> <p>For speeches:  <a href="http://www.americanrhetoric.com/top100speechesall.html">http://www.americanrhetoric.com/top100speechesall.html</a></p>

<p>2. Create a question to answer</p>	<p>Teacher provides a prompt based on the text. This prompt may simply be a stated question such as one found on a website or a short series of questions that ask students to read and respond to a text. The series of questions can be the same so students can practice the skills of reading and writing in the social studies.</p> <p>Provide between 5- 10 minutes to respond depending on the prompt and text.</p>	<p><u>For writing prompts related to a question:</u>  Note: Teacher provides any explanation or context.  Answer the question by providing your claim, reasons for your claim and any evidence from the text or explanation of your reason.</p> <p><u>For prompts related to documents:</u>  Note: Teacher provides any needed context of document</p> <ol style="list-style-type: none"> <li>1. Read and circle or list in your notebook key words to determine the main idea or claim being made.</li> <li>2. Respond to the text in writing by providing: <ol style="list-style-type: none"> <li>A. An overview of document – context, source, audience, speaker</li> <li>B. A statement of the claim being made, main idea, or purpose of the text</li> <li>C. Words or phrases in the text that help you know that claim, main idea or purpose</li> <li>D. Your thinking: Expand in one of the following ways – make a connection to something you have already learned in class, explain the importance of the document in history, explain how the document reveals something about history or current events, compare or contrast the document to another document, challenge the document in terms of bias or other knowledge you have, or respond to the document with your own thinking and questions.</li> </ol> </li> </ol> <p><u>For prompts related to images or cartoons:</u>  Note: Teacher provides any needed context for the photo.</p> <ol style="list-style-type: none"> <li>1. Look closely at the photo and note the key elements including labels, words, images and color. Ask students to write down what they see in the image.</li> <li>2. Respond to the text in writing by providing: <ol style="list-style-type: none"> <li>A. An overview of the image – context, date and a short summary of what is happening in the image.</li> <li>B. A statement of the claim being made.</li> <li>C. Elements of the image that help you know that claim.</li> <li>D. Your thinking: Expand in one of the following ways – make a connection to something you have already learned in class, explain the importance of the cartoon’s claim or image in history, explain how the cartoon or image reveals something about history or current events, compare or contrast the cartoon’s claim or image to another document or text, challenge the claim in terms of bias or other knowledge you have, or respond to the image or the cartoon’s claim with your own thinking and questions.</li> </ol> </li> </ol>
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3. Discuss responses (optional)	Class discusses prompt and responses. This may happen as a whole class, in small groups or in partners. This step requires another five – ten minutes. If you don't have the time, students can hold these responses in their notebooks and you can have a discussion at the end of the week or every other week that returns to their prior writing.	<p><u>Discussion Strategy:</u> Save the Last Word for Me</p> <ol style="list-style-type: none"> <li>1. One student raises the prompt he/she wants to talk about</li> <li>2. Three students take turns explaining or reading what they wrote.</li> <li>3. The discussion returns to the original student and they share what they wrote or what they are thinking now.</li> </ol>
4. Assess the writing	Since the goal of this writing is for students to practice literacy skills and engage in content discussions, the assessment is informal.	<p><u>Participation Points:</u> Students can receive participation points for responding to the prompt in their notebooks.</p> <p><u>Writing Assessment:</u> Students can turn in one of their responses a month for a grade. Points can be given for following the prompt, referring to the text, and explaining their thinking.</p>

### TRY IT:

#### Text:

President Franklin Roosevelt's Annual Message (Four Freedoms) to Congress:

<http://www.archives.gov/historical-docs/todays-doc/index.html?dod-date=106>

#### Prompt:

1. Read and circle or list in your notebook key words to determine the main idea or claim being made.
2. Respond to the text by providing:
  - A. An overview of document – context, source, audience, speaker
  - B. A statement of the claim being made, main idea, or purpose of the text
  - C. Words or phrases in the text that help you know that claim, main idea or purpose
  - D. Your thinking: Expand in one of the following ways – make a connection to something you have already learned in class, explain the importance of the document in history, explain how the document reveals something about history or current events, compare or contrast the document to another document, challenge the document in terms of bias or other knowledge you have, or respond to the document with your own thinking and questions.

I address you, the Members of the Seventy-Seventh Congress, at a moment unprecedented in the history of the Union. I use the word "unprecedented", because at no previous time has American security been as seriously threatened from without as it is today.

Since the permanent formation of our government under the Constitution, in 1789, most of the periods of crisis in our history have related to our domestic affairs. Fortunately, only one of these -- the four year War Between the States -- ever threatened our national unity. Today, thank God, one hundred and thirty million Americans, in forty-eight States, have forgotten points of the compass in our national unity.

It is true that prior to 1914 the United States often had been disturbed by events in other Continents. We had even engaged in two wars with European nations and in a number of undeclared wars in the West Indies, in the Mediterranean and in the Pacific for the maintenance of American rights and for the principles of peaceful commerce. In no case, however, had a serious threat been raised against our national safety or our independence.

What I seek to convey is the historic truth that the United States as a nation has at all times maintained opposition to any attempt to lock us in behind an ancient Chinese wall while the procession of civilization went past.

Franklin D. Roosevelt Annual Message to Congress, January 6, 1941

*who wrote it* Franklin D. Roosevelt Annual Message to Congress, January 6, 1941; *Date* Records of the United States Senate; SEN 77A-H1; Record Group 46; National Archives.

1. Franklin R. Writing to Congress about  
A. in the documents Roosevelt  
saying that America has  
closed themselves off from  
world and so they can't  
since their country is

B. Roosevelt is claiming that  
America needs to take action  
instead of staying back

\* key  
\* how  
\* how R.  
\* thinks of  
\* America  
(last line)  
C. "The United States as an  
at all times maintained  
opposition to any attempt  
to go in behind an ancient  
Chinese wall while the  
procession of civilization

to I think this document  
described America in the  
Even today America struggles  
whether or not to go  
in foreign affairs. While  
to stay blind others want  
the country's legacy of  
helping less fortunate